DOCUMENT RESUME

ED 076 416 SE 016 060

TITLE	Automated Instructional Management Systems (AIMS) Version III, Users Manual.
INSTITUTION	New York Inst. of Tech., Old Westbury.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-8-0157
PUB DATE	[73]
CONTRACT	OEC-0-8-080157-3691(010)
NOTE	69p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Computer Assisted Instruction; *Computer Science; Instruction; *Instructional Media; Instructional Technology; Management Information Systems; Mathematics Education; Programed Materials
IDENTIFIERS	*Automated Instructional Management System

ABSTRACT

This document sets forth the procedures necessary to utilize and understand the operating characteristics of the Automated Instructional Management System - Version III, a computer-based system for management of educational processes. Directions for initialization, including internal and user files; system and operational input requirements; processing; master file initialization; and report generation are given in detail. Appendices include examples of control/utility decks, card and form layouts, error messages, and output report formats. For other documents in this series, see SE 016 059 through SE 016 064. (DT)

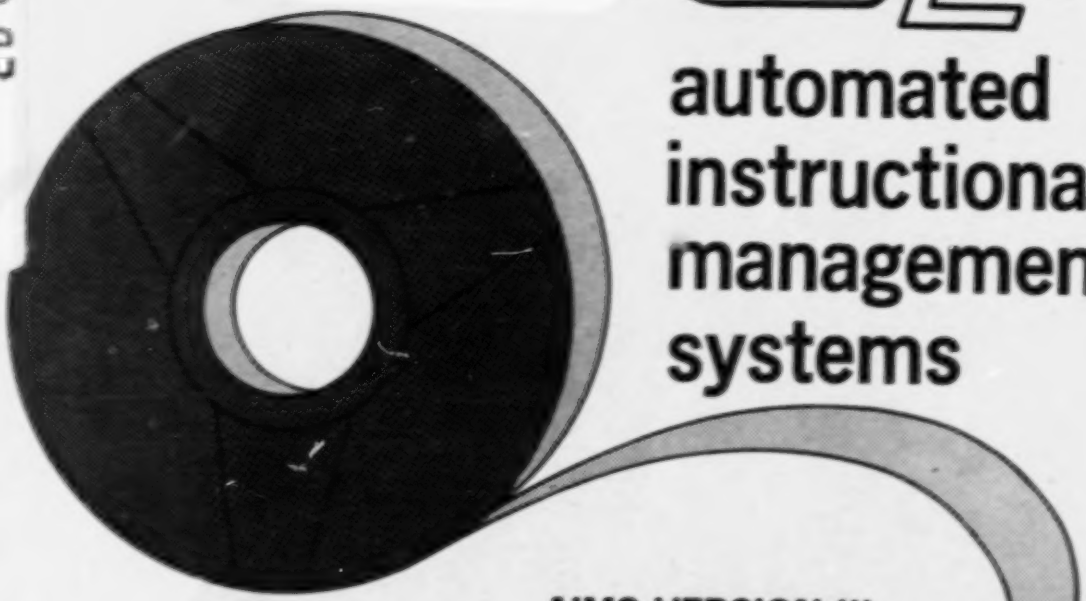
FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

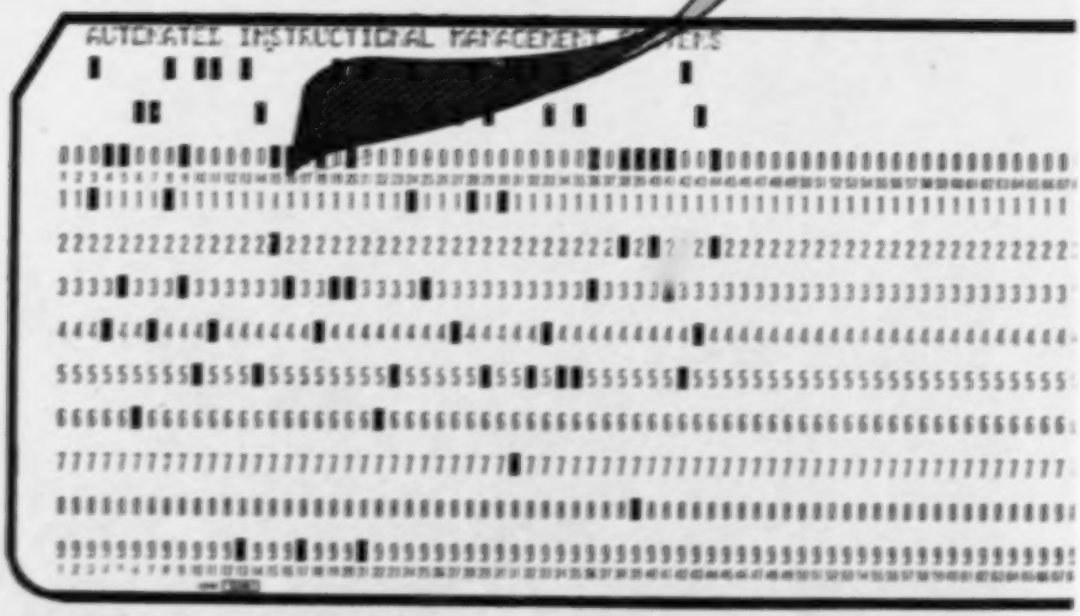
ED 076416

ADVANCED SYSTEMS LABORATORY

automated instructional management systems



AIMS VERSION III
USERS MANUAL



NEW YORK INSTITUTE OF TECHNOLOGY
OLD WESTBURY, NEW YORK

SE016 060

ED 076416

AUTOMATED INSTRUCTIONAL MANAGEMENT SYSTEM

AIMS VERSION III

USERS MANUAL

Prepared By
The Staff of The
ADVANCED SYSTEMS LABORATORY

Ernest N. O'Dierno, Director

- The Automated Instructional Management System (AIMS) was designed to monitor, score, and evaluate individual students, groups of students, and curricular content in a course environment designed for educational management. The system was generated to be as versatile as possible without prohibitive INPUT/OUTPUT requirements.

- To insure versatility and compatibility, the AIMS System was designed around IBM System/360, and Version III was generated with Model 30/Release 20 IBM Disk Operating System (DOS).

- This Automated Instructional Management System has been developed with U.S. Office of Education funds under Research Contract No. OEC-0-8-080157-3691(010).

ADVANCED SYSTEMS LABORATORY
New York Institute of Technology
Old Westbury, L.I., New York

AIMS USERS MANUAL

Table of Contents

		Page
I.	Introduction	1
II.	Associated Documents	2
III.	AIMS III Initialization	2
IV.	AIMS III Input Requirements	2
V.	AIMS Master Response File Creation	11
VI.	Report Generation	12

APPENDICES

A	Tables	20
B	Control/Utility Decks	26
C	Card and Form Layouts	34
D	Error Messages	44
E	Output Report Formats	49

I. INTRODUCTION

A. SCOPE: This document sets forth the procedures necessary to utilize and understand the operating characteristics of the Automated Instructional Management System (AIMS - VERSION III).

B. APPLICATION: This document applies to the following only:

1. AIMS III Initialization

   a. Internal Files

   b. User Files

2. Input Requirements

   a. System

   b. Operational

3. Processing

4. AIMS III Master File Initialization

5. Report Generation

C. ABBREVIATIONS: The following abbreviations used in this manual are consistent with AIMS System.

- AIMS - Automated Instructional Management System
- CSN - Course Student Number
- CTIO - Card-to-Tape INPUT/OUTPUT
- EO - Enabling Objective
- JCS - Job Control Statement
- MBO - Measurable Behavioral Objective
- TO - Terminal Objective

II. ASSOCIATED DOCUMENTS

A. APPLICABLE DOCUMENTS: The following documents, although not forming a part of this manual, may be used in conjunction with this document:

- A360 System Manual...Automated Instructional Management System
- A370 Program Logic Manual...Automated Instructional Management System
- A380 Operator's Guide...Automated Instructional Management System

B. FORMS USED:

- AIMS Report Record
- AIMS File History
- Port-a-Punch Cards
- OpScan Forms

C. APPENDICES:

A Tables
B Control/Utility Decks
C Card and Form Layouts
D Error Messages
E Output Report Formats

III. AIMS III INITIALIZATION

Certain Direct Access AIMS Files must be created for each course. All files are not required for each type of operation; some are presently inactive. All are included in each deck to simplify procedures, and to prevent omissions.

Each course run will use a unique control (JCS) deck (Table 1), as the file names cannot be identical. Table 2 lists the control cards utilized by the AIMS System, exclusive of report generation.

The following are the direct access files used in the AIMS III System:

- Internal Files - before student or course information can be stored, the following internal files must be originated for each course to be used:

- Directory file
- Lesson scratch file
- Student score file
- System file

- User Files - once the internal files have been created the following cumulative history files can be initiated:

  - Student background and enrollment file
  - Header file
  - Question file

Each file requires an initialized 2311 Disk Pack, on which clear disk functions have been run, using the Clear Disk Utility Deck (Deck 1).

IV AIMS III INPUT REQUIREMENTS

The AIMS System recognizes two major input categories.

- System Input - that information which initializes the system, and includes student enrollment and background data, course structure (question and answer matrices) and learning objectives (MBO).

- Operational Input - that input which is accumulated as the course progresses - namely student response data.

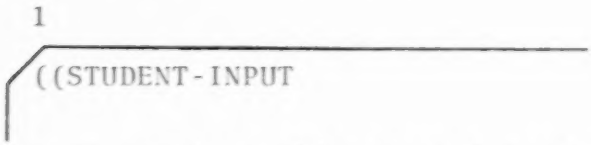
All input functions shall be performed in order of priority; but the order of performance within each priority is immaterial. The relevant data, its sources and performance priorities, is listed in Table 3.

All input functions are performed using the Standard AIMSMAIN Control Deck (Deck 2), except for those requiring the reading of Binary Port-a-Punch cards and OpScan sheets. These functions require the use of the CIIO Control Deck (Deck 3).

A. AIMS III SYSTEM USER INPUT:

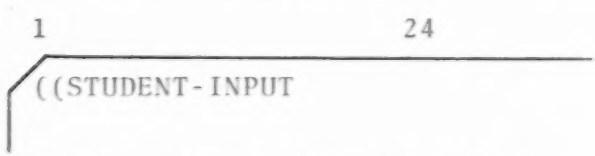
1. Student Background and Enrollment - is read in on cards or tape utilizing one of the following control card formats in Deck 2:

Card Input - Control Card



This format requires this control card be followed by Student Background Cards (Layout 1).

Tape Input - Control Card



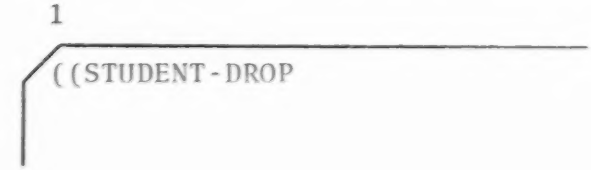
This format requires that the system find a tape with the background information (80 byte image records).

a. File Maintenance

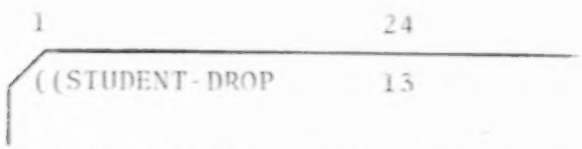
...Student Additions-when it is required that students are to be added to the file (up to 185), either of the above steps may be used.

...Student Drop-if students are dropped from a course, either of the following control card formats may be used in Deck 2:

Card Input - Control Card



Tape Input - Control Card

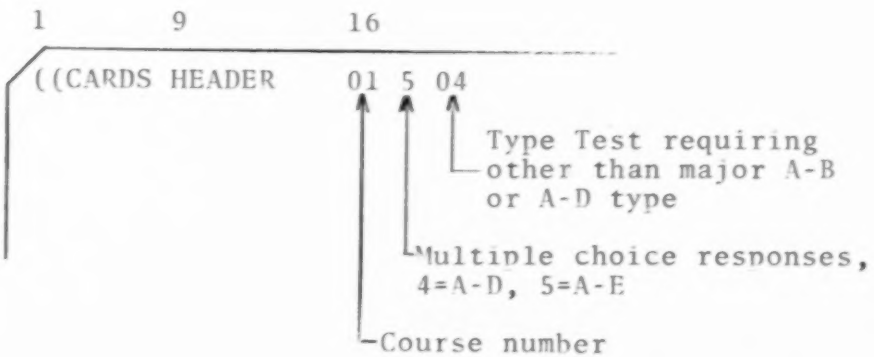


Following either control card is a Student Drop card for each student to be dropped.

b. Student Roster Listing...at any time, a listing of students may be requested with the following control card in Deck 2:

c. Error Messages...a listing of the error messages associated with this program phase may be found in the Error Message Summary.

2. The Header File - must be prepared prior to any further functions. Header File information, consisting of a series of answer matrices identifying the correct answer for each question on each test, is prepared on Header cards (Layout 3). These cards (standard Port-a-Punch) are then read to tape utilizing the following control card in the Card-to-Tape Input/Output (CTIO) Control Deck (Deck 3):



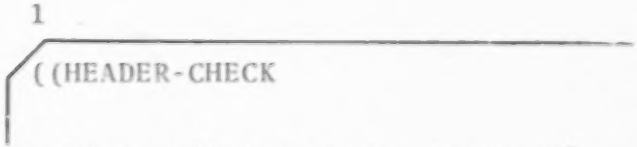
This control card is then followed by Header cards containing answer matrices.

a. Before preparing the Header cards, the number of responses required per question, must be determined. That is - if the input for a Type of Test calls for four possible responses per question, the program, when reading header cards, will look for four possible responses per question. Where five possible responses per question are specified, the program will look for five responses. There are also certain Test Types that require other than the major four (A-D), or five (A-E) response types. In a Header Card Deck of mixed test types, only one type is permitted to have a different answer format.

b. The Test Type specifies the origin of the Header Card as:

Type Number	Origin
01	Pre-Test
02	Post-Test
03	Reserved
04	Study Guide
05	Homework

c. After the tape has been prepared as above, and mounted on a Tape Drive, with a scratch tape mounted on an Output Tape Drive, a temporary tape must be created by running Deck 2, the Standard AIMSMAIN Control Deck using control card:



This routine will return a message of "A-OK" only if:

- The lesson number of the first temporary file is greater than the last number in the permanent file, and ascends sequentially by one, through the last lesson number of the temporary file, which should be less than forty.

- There are ten or less headers per lesson.
- Each header is unique according to lesson number, segment number, and type.

d. If these conditions are not met, a message "THE CONDITION IS STOP" is printed. Corrections must be made by deleting and replacing incorrect cards through the CTIO routines. For a complete listing of error messages associated with this phase refer to the Error Message Summary.

e. If the file is in order, and the "A-OK" message is printed, the temporary file can then be sorted in the permanent file by using the following control card in Deck 2:

This must be done for the Headers in a particular lesson before any further functions are performed. All the Headers for a course may be stored at one time, or, they may be done for sections at a time.

f. File Maintenance

...Restrictions-the only change allowed to an existing Header Record in a permanent file is one that involves answer matrices.

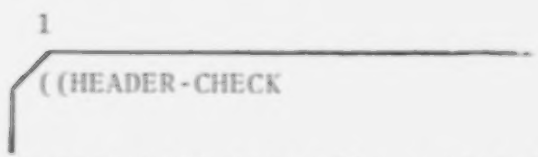
... Answer Matrix Changes-two steps are required to update the Header File.

1) First, the Card-to-Tape Input/Output (CTIO) program must be run to produce a tape record of the Header Card File, (Deck 3) see step b., Header File.

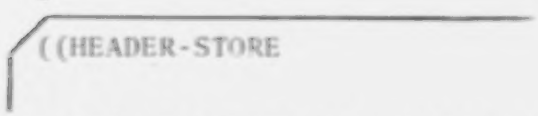
The Header tape may contain headers which are in the permanent file. These must be identical to the original Headers in all respects but one: - the answers to the questions may differ, and the total number of possible selections would change accordingly.

The original Header File will be updated to contain the new answers.

2) The second step is to run the AIMSMAIN program to check and store the Header Records on file. The following control cards are used in Deck 2.



This card will cause the system to list the permanent headers consisting of all previous updates. It will also check the file to determine if the new headers are replacing or being added to the ones previously on file. If the new headers pass the error checking procedures, they are placed in a temporary file. If not, appropriate error messages are printed.



This card instructs the system to take the headers in the temporary file, and add to, or replace those in the permanent file.

g. Header File Listing

...At any time, it is possible to obtain a listing of both permanent and temporary Header Files by using the following card in Deck 2:

3. Question (MBO) File - Once Student Background and Header information has been entered, Question (MBO) Descriptor Cards (Layout 4) may be read. These cards contain reference numbers and descriptive information for each question in the course; and locate questions relative to their Enabling Objectives (EO's) and Terminal Objectives (TO's). Question (MBO) data may be read in on cards or tape (Deck 2) with the following control card formats:

Card Input

```
1
((QUESTION-INFORMATION
```

This control card is followed by a deck of MBO Descriptor Cards.

Tape Input

```
1                              24  30
((QUESTION-INFORMATION         13   1
```

If the "13" is used starting in Column 24, the program will look for a type (card image, 80-byte records) containing question information.

a. There must be only one Question File record for each question in the Header File.

b. FILE MAINTENANCE. the only information that may be replaced in a Question Record includes the MBO description, correct answer, and prescription

.. Updating - all changes to the Question File are performed with the Card Input Control Card (Deck 2) as above, followed by a MBO Descriptor Card deck.

c. Error Messages will be printed if illegal updates or replacements are attempted (see Error Message Summary)

d. A listing of the Question File may be obtained at any time by using the following control card:

```
1
((QUESTION LISTING
```

e. A listing of the Directory File (see System Manual, June 1970) may be obtained by using:

```
1
((QUESTION-TO-LISTING
```

A. AIMS III OPERATIONAL USER INPUT: consists primarily of Student Response data. This data is prepared by the students themselves on Port-a-Punch cards and Opscan forms (Layouts 5 and 6).

1. Port-a-Punch Card Input - presently utilizes two types of cards:

- A-D - 4 response choices for each question.
- A-E - 5 response choices for each question.

a. The AIMS System allows a maximum of forty-eight questions per test. There are twenty-four questions per card. Therefore, there can be a maximum of two cards per test. These cards are run to tape using Deck 2-CTIO Control Deck with the following control card format:

```
1       9              19  21
((CARDS STUDENT  01   5   04
                      |   |   |
                      |   |   Type Test requiring other than major A-D or A-E type.
                      |   4=A-D, 5=A-E
                      Course Number
```

This control card is then followed by the deck of Port-a-Punch Student Response Cards.

b. After the Student Response tape has been prepared, it is mounted on a Tape Drive, with an output tape mounted on the output Tape Drive, and the appropriate Course Header Disk Pack mounted on a Disk Drive. The file is then updated using Deck 4, IBM Sort/Merge Utility Deck.

2. OpScan Response Forms Input - there are two types of OpScan forms being used; one for Pre-Tests and Post-Tests; the other for Study Guides. The Operations Staff has the responsibility for processing OpScan forms through the OpScan Reader and the computer interface programs. Operations has to be informed by the user as to the specific tape required for the final output. The final output tape contains complete Student Response records sorted in proper order for AIMS processing.

V AIMS MASTER RESPONSE FILE CREATION

A. INITIALIZATION: A sorted Student Response Tape, (created either by the OpScan pre-processor or the CTIO program) for a specific course, is mounted on a Tape Drive, with the tape that is to become the Master Response File mounted on the output Tape Drive. The tape-to-tape utility program (IPTP) is then executed using Deck 5 - AIMS MASTER RESPONSE FILE UTILITY DECK. The Master Response File must then be labeled, with a unique label, as this label is carried on to the update procedure.

B. UPDATING: The Student Response tape is mounted on a Tape Drive, the Master Response File mounted on an alternate Tape Drive, and a scratch Disk Pack mounted on a Disk Drive. The Sort Program is then executed using Deck 6 - AIMS Master File Updating - SORI

1. Data Control Maintenance

   a. AIMS File History Form (Form Layout 8) maintained and updated any time there is a change of status in the course files.

   b. AIMS Report Record (Form Layout 9) provides a record of when each report was run for each volume (week, lesson).

   c. Weekly File Listings - run for each course in the Header File and Question (MBO) File. Additions or drops made to the Student Roster are also listed.

   d. File Labeling - all files created are uniquely labeled for identification purposes.

VI. REPORT GENERATION

This section describes the procedures required to produce reports for those lessons already processed and residing in the AIMS Master Response File. Specific report data may be requested by utilizing a main program called the Report Generator, which permits the generation of various reports including:

- Individual Student Performance Analysis
- Histogram (Class Score Distribution)
- Course Structure Summary
- Item Analysis
- Group Remedial Instruction (G.R.I.)
- Volume Submittal Review
- Class Roster
- Group Statistics
- Volume Statistics/Individual Statistics for Harvey Pollack's Indices
- Volume Summary
- Volume Summary by Section and Group Number
- Question (MBO) Listing

Report format structures are displayed in the Output Report Format Appendix. The AIMS System Manual (A360-570) contains a description of each individual report.

A. REPORT GENERATOR INITIALIZATION: All output functions are initialized by loading and mounting pertinent, up-to-date AIMS Disk Files on a Disk Drive, with the sorted student response tape, or the sorted AIMS Master Response Tape mounted on a Tape Drive. In order to save processing time, the Master Response tape should be used only when all of the responses required are not on the basic sorted tape. The card input is Deck 7, the standard Report Request Deck. This deck set-up is of general nature only. In order to obtain the proper setup for a specific report request, the appropriate report number in the "Report Contents" section of this document should be referenced. The Report Request Deck must include the following:

1. Report Number Card - as each report is numbered, reports are requested by a Report Number Card which informs the Report Generator as to the specific reports being requested. The format for this card is:

```
    1       8       11  16
    ((REPORT        010715
```

Starting in column eleven, each two-digit number represents a report number. In the example above, the reports requested would be one, seven, and fifteen.

2. Report Content Card - for each report selected, a Report Content Card (Layout 7) must be present in order of report number. This card designates relevant lessons, and follows the report number card in the Report Request Deck.

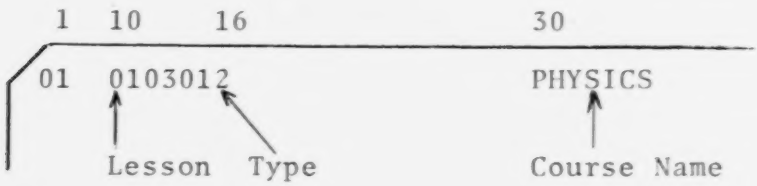
3. Special Data Card - certain reports require data unique only to those reports. Therefore, Special Data Cards are not restricted to a single format.

B. REPORT GENERATOR CONTENTS: The specific reports presently available, along with the individual Report Generator requirements, are as follows:

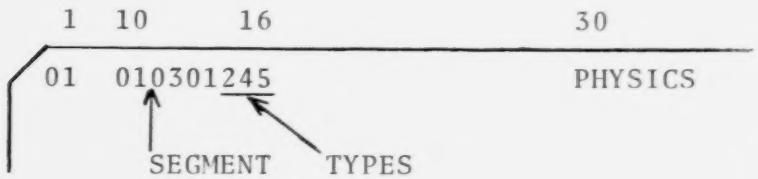
Report No. 1 Individual Student Performance Analysis - requires only the report number and report content cards in the standard Report Request Deck. Special data cards are not required. Reports for every test, within a lesson, can be produced using one request deck. But, processing for more than one volume within the same deck, is not permitted.

The number of tests produced within a lesson is chosen by varying the type specification on the report content card.

For example the card:



would produce a report for lesson, type two (post-test) for the course named "Physics". All other tests in the lesson would be ignored. The course name, punched in starting in column 30 of the content card, is also printed in the heading of the report. A content card which would process more than one test in a lesson could be the following:



In this case, tests with the type numbers 2, 4 and 5 would be processed.

The segment number indicates that there can be up to three tests of the same type within the lesson. For example, in the illustration above, type four, which normally refers to study guides, could be three separate tests and could produce three reports, one for each segment.

The section number specification on the report content card is not presently being used by this report. The lesson number, however, is read and should be present.

Report No.'s 2 and 3 Unassigned

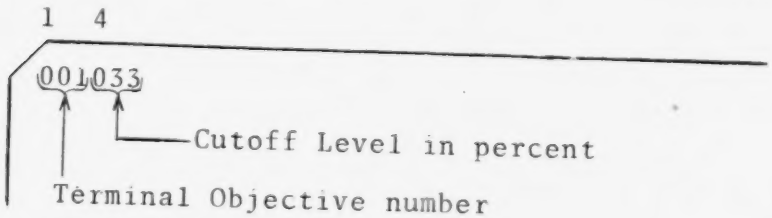
Report No. 4 Histogram - requires only the report number and report content cards in the Report Request Deck.

Report No. 5 Course Structure Summary - uses the report number card along with a report content card, containing an 05 punched in columns 1 and 2, and the course name punched in columns 30-42, inclusive, in the standard Report Request Deck.

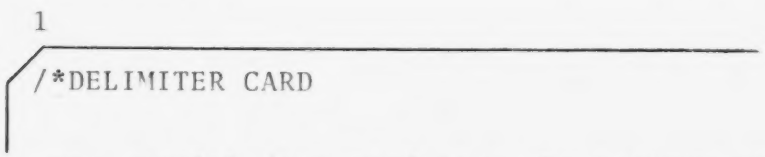
Report No. 6 Item Analysis - only the standard Report Request Deck with the report number and report content cards, are required to request this report.

Report No. 7 Group Remedial Instruction (G.R.I.) - requesting this report requires the report number card, report content card, and a number of sets of Special Data Cards included in the Report Request Deck.

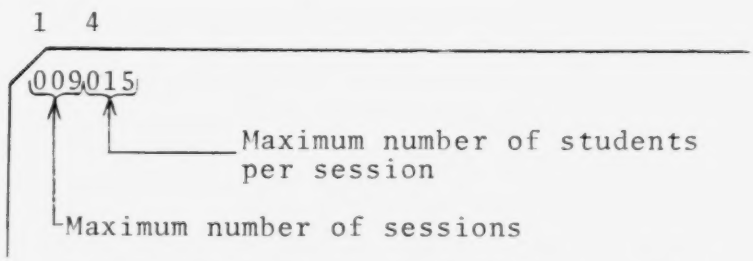
The first set of Special Data Cards following the report content card are the terminal objective (TO) cutoff level cards. The format is as follows:



There should be a card for each terminal objective, and both data fields must be right adjusted. If a terminal objective exists, but there is no cutoff level, the system assumes the cutoff level to be zero. The entire set of cutoff level cards should be followed by a delimiter card as follows:



The next special data card sets the maximum number of sessions, as well as the maximum number of students allowed per session. The format for this card is:



The last set of special data cards provide professors' names, and the location of their sessions. This information can be recorded in free format anywhere within the 80 column limitation of the card. There must be as many cards submitted as the maximum number of sessions requested. Blank cards may be substituted where this information is not available.

Report No.'s 8, 9, and 10 Unassigned

Report No. 11 Volume Submittal Review - requires only the standard Report Request deck with the appropriate report number and report content cards included.

Report No 12 Class Roster - this report requires a report number and a report content card in the Report Request deck. The data contained on the report content card may include only the report number and course name.

Report No 13 Group Statistics - for Report 13, is generated automatically, and prints out prior to Report 14

Report No 14 Volume Statistics/Individual Statistics for Harvey Pollack's Indices - is generated by using the standard cards (report number and report content) in the Report Request Deck.

Report No 15 Volume Summary, Report No. 16 Volume Summary by Section and Group Number - are produced using only report number and report content cards in the Request Deck.

VII. AIMS III PROCESSING

All processing in the AIMS System takes place during three phases:

- System Input
- Operational Input
- Report Generation

A. SYSTEM INPUT PROCESSING: This phase creates the data base from which a student may be processed through a course. Certain steps are required, and processing takes place with each step. The processing of each step is described below.

1. Header Function (Correct Answer Matrix) - is the first step in the loading of course data on to the AIMS III files. This function actually describes the course structure to the AIMS III System, and must be successfully executed before any other system input functions can be performed. The type of processing performed in this function is basically error checking of card formats and keypunching. Checking is also performed to determine user violation of certain system and disk allocation limits.

2. Question (MBO) Input Function - loads additional data into the course structure. Card format and keypunching error checking processing is performed. A cross-reference check with header input is made to determine unintentional user violations of course structure. This function is not required on the lowest level of student grading.

3. Student Input Function - registers a student in a course and is independent of the course structure. Course student numbers are assigned to each student, consecutively, starting with number one in the order of input to the system. Error checking is done on card formats and keypunching, and the AIMS III Capability Index calculations are also performed.

B. OPERATIONAL INPUT PROCESSING: This function prepares students work for system processing. Students are screened for:

- Validity - work must be within course structure.
- Omissions - all data required to identify work within the course, must be present and accurate.
- Students usage of Input Media - such as: Port-a-Punch cards cannot be multipunched in certain fields; a course student number has to be on all work submitted, etc.

When a student's work has passed the screening phase it is put on a tape and sorted, ready for AIMS III system processing.

C. REPORT GENERATOR PROCESSING: This phase controls the processing and direction of a student through a particular course of study. Some student and instructor functional tasks are:

1 Student Related

- Raw Grading of Work... calculation of grades using appropriate methodologies.
- Retrieving Student Direction Information... linking student work to the course; supplying the student with an additional insight into the course.
- Scheduling the Student for Additional Work Sessions...determination of who should participate in which sessions; weak areas in course which should be stressed, etc.

2 Instructor Related

- Capsulization of Student Work... tabulated, formated reports for various types of grades; storing and updating of historical data for numerous cumulative averages; checking to determine the status of student work processing.
- Statistical Presentation...frequency distribution bar charts, item analysis on student responses.

The student's work is basically reorganized and processed into a more comprehensible and readable form for both student and instructor.

APPENDIX A

TABLES

Table Number	Title	Page
1	Job Control Statements	21
2	AIMS System Control Cards (exclusive of Report Generation)	23
3	AIMS Input Requirements by Priority	25

TABLE 1

JOB CONTROL STATEMENTS

Sample Deck Setups

The following deck setups include most possibilities and all existing copies of JCS at the time of this writing.

Control Deck No.	Type
1	Physics 4001 L.I. Spring Semester Input Student Background cards
2	Physics 4001 L.I. Spring Semester Input Student Response cards
3	Physics 4001 L.I. Spring Semester Produce Report #1
4	Physics 4001 L.I. Spring Semester Produce Report #15
5	Physics 4001 L.I. Spring Semester Input Student Background cards
6	Physics 4001 N.Y. Spring Semester Input Student Response cards
7	Physics 4001 N.Y. Spring Semester Produce Report #1
8	Physics 4001 N.Y. Spring Semester Produce Report #15
9	Math 3012 N.Y.I.T. Fall Semester Transfer Header Cards to Tape
10	Math 3012 N.Y.I.T. Fall Semester Store Headers in Header File
11	Math 3012 N.Y.I.T. Fall Semester Produce Report #11
12	Bowie College Math 3012 Fall Semester Input Student Background cards
13	Bowie College Math 3012 Fall Semester Input Question-Information (MBO) cards

TABLE 1 (continued)

Control Deck No.	Type
14	Bowie College Math 3012 Fall Semester Produce Report #1
15	NAVY Physics S211 Fall Semester Input Student Background cards
16	NAVY Physics S211 Fall Semester Produce Report #1
17	NAVY Physics S211 Fall Semester Produce Report #7
18	NAVY Physics S211 Fall Semester Produce Report #15

TABLE 2

AIMS CONTROL CARDS

(Except for Report Generation)

The following table lists control cards utilized by AIMS systems exclusive of report generation. The Heading listings are as follows:

Heading	Name	Content
1	Phase	Program phase in which card is utilized
2	Structure	Control card format exclusive of options
3	Control Deck	Deck with which card is run
4	Function	System function which card initializes

TABLE 2A

AIMS CONTROL CARDS
(Except for Report Generation)

Phase	Structure	Control Deck	Function
Student Background	((STUDENT-INPUT	A	Reads student background cards
	((STUDENT-DROP	A	Drops students from roster
	((STUDENT-ROSTER	A	Lists student background file
Course Header	((CARDS HEADER	C	Reads course header cards
	((HEADER CHECK	A	Examines condition of temporary header file
	((HEADER-STORE	A	Stores temporary header file
	((HEADER-PRINT	A	Prints contents of header file
Question Descriptor	((QUESTION-INFORMATION	A	Reads question descriptor cards
	((QUESTION-LISTING	A	Lists question file
	((QUESTION-TO-LISTING	A	Lists to file
Student Response	((CARDS STUDENT	C	Reads student response cards

NOTE: Control Deck A is AIMSMAIN Deck

Control Deck C is Binary Input Deck

AIMS INPUT REQUIREMENTS
by
PRIORITY

Type	Content	Source	Priority
System	Student Background	Cards or Tape	(1)
	Course Header	Porta-Punch	(1)
	Question Descriptor	Cards or Tape	(2)
Operational	Student Response	Porta-Punch/OpScan	(2)

TABLE 3

APPENDIX B

CONTROL AND
UTILITY DECKS

Deck Number	Title	Page
1	Clear Disk Utility Deck	27
2	Standard AIMSMAIN Control Deck	28
3	CTIO Control Deck	29
4	I.B.M. Sort/Merge Utility Deck	30
5	AIMS Master Response (TPTP) Deck	31
6	AIMS Master Response - Updating Deck	32
7	Standard Report Request Deck	33

DECK 1

CLEAR DISK UTILITY DECK

The following deck is used to perform the clear disk function in initialization:

```
// JOB NAME
// DLBL VOVT,'SYSTEM FILE-AIMS',70/365,30
// EXTENT SYS009,000003,1,1070,9
// EXEC CLRDSK
// VCL B=(K=0,DF100),X'00'0Y
// END
/*
/&
```

DECK 2

STANDARD AIMSMAIN CONTROL DECK

All AIMS functions except those directly related to binary card reading, sorting or report generation, are executed with the following deck structure:

AIMSMAIN

```
// JOB 606 210012 TEST AIMS EXECUTION
// ASSGN SYS001,X'180'
// ASSGN SYS002,X'191'
// ASSGN SYS003,X'191'
// ASSGN SYS004,X'191'
// ASSGN SYS005,X'191'
// ASSGN SYS010,X'182'
// ASSGN SYS011,X'181'
// TLBL IJSYS01,'AIMS-STUDENT DATA',70/365,67,1,1,1,3
// DLBL IJSYS02,'LESSON SCRATCH FILE-AIMS',70/365,SD
// EXTENT SYS002,000003,1,0,10,99
// DLBL IJSYS03,'HEADER FILE-AIMS',70/365,SD
// EXTENT SYS003,000003,1,0,690,59
// DLBL IJSYS04,'DIRECTORY FILE-AIMS',70/365,SD
// EXTENT SYS004,000003,1,0,750,49
// DLBL IJSYS05,'QUESTION FILE-AIMS',70/365,SD
// EXTENT SYS005,000003,1,0,800,249
// DLBL IJSYS06,'STUDENT BACKGROUND FILE-AIMS',70/365,SD
// EXTENT SYS006,000003,1,0,110,9
// DLBL IJSYS07,'STUDENT SCORE FILE-AIMS',70/365,SD
// EXTENT SYS007,000003,1,0,120,569
// DLBL IJSYS08,'TEXT FILE-AIMS',,70/365,SD
// EXTENT SYS008,000003,1,0,1050,19
// DLBL IJSYS09,'SYSTEM FILE-AIMS',70/365,SD
// EXTENT SYS009,000003,1,0,1070,9
// EXEC AIMSMAIN


(AIMS JOB CONTROL CARDS)

(DATA DECK IF ANY)

/*
/&
```

DECK 3

CTIO CONTROL DECK

The CTIO Control Deck must be used for functions involving the reading of binary cards.

The deck is simply constructed from the AIMS Control Deck by the following card replacement:

in place of: //EXEC AIMSMAIN

place: //EXEC CTIOMAIN

AIMS control cards are also replaced by the appropriate CTIO cards as described in the text.

DECK 4

IBM SORT/MERGE ROUTINE

```
// JOB 210012 SORT FOR STUDENT PERFORMANCE TAPE
// ASSGN SYS001,X'182'
// ASSGN SYS002,X'181'
// ASSGN SYS003,X'191'
// DLBL SORTWK1,,68/001
// EXTENT SYS003,000002,1,0,10,1500
// EXEC SORT
 SORT FIELDS=(9,2,A,11,2,A,13,2,A),FORMAT=FI,WORK=1
 RECORD TYPE=F,LENGTH=(138)
 OPTION LABEL=(U,U,S)
 END
/*
// ASSGN SYS001,X'183'
// ASSGN SYS002,X'182'
// ASSGN SYS003,X'180'
// TLBL SORTOUT,'AIMS-STUDENT DATA',,67,1,1,1,3
// EXEC SORT
 MERGE FIELDS=(9,2,A,11,2,A,13,2,A),FORMAT=FI,FILES=2
 RECORD TYPE=F,LENGTH=(138)
 OPTION LABEL(S,U,U)
 END
/*
/&
```

AIMS MASTER RESPONSE (TPTP) DECK

The deck structure for the creation of an AIMS Student Master File:

Program: TPTP

Deck:

```
// JOB 210012
// ASSGN SYS004,X'180'
// ASSGN SYS005,X'181'
// TLBL UOUT,'**SEE NOTE1',70/365,**2,1,1,13
// TLBL UIN,'AIMS-STUDENT DATA',70/365,**2,1,1,1,3
// EXEC TPTP
// UTT TC,FU,A=(138),B=(138),IU,ON,R1
// END
/&
```

**NOTE1, Unique tape label.
NOTE2, Unique tape number.

DECK 6

AIMS MASTER RESPONSE UPDATE DECK

Updating an AIMS Master File

Program: SORT

Deck:
```
// JOB 210012
// ASSGN SYS001,X'181'
// ASSGN SYS002,X'180'
// ASSGN SYS003,X'181'
// TLBL SORTOUT,**NOTE1
// TLBL SORTIN1,'AIMS-STUDENT DATA',70/365,**NOTE2,
   1,1,1,3
// TLBL SORTIN2,**NOTE1
// DLBL SORTWK1,68/001
// EXTENT SYS004,000002,1,,50,1500
// EXEC SORT
   SORT FIELDS=(9,10,B1,A),WORK=1,SIZE=1800,FILES=2
   RECORD TYPE=F,LENGTH=138
   INPFIL CLOSE=UNLD
   OUTFIL BLKSIZE=138,CLOSE=UNLD
   OPTION LABLE=(S,S,S,S)
   END
/&
```

** NOTE1, This tape label should be identical to the one which created the master file.
NOTE2, Unique tape number.

DECK 7

STANDARD REPORT REQUEST DECK

```
// JOB 210012
// ASSGN,DLBL,TLBL,&EXTENT CARDS

// EXEC REPTAIMS
   ((REPORT NUMBER CARD
   REPORT CONTENT CARD
   SPECIAL DATA CARDS (IF ANY)

/*
/&
```

APPENDIX C

CARD AND FORM
LAYOUTS

Layout Number	Title	Page
1	Student Background and Enrollment Card	35
2	Student Drop Card	36
3	Course Header Card	37
4	Question (MBO) Descriptor Card	38
5	Student Response Port-a-Punch Card	39
6	Student Response OpScan Form	40
7	Report Content Card	41
8	AIMS File History Form	42
9	AIMS Report Record Form	43

LAYOUT 1

STUDENT BACKGROUND AND ENROLLMENT CARD

Column Number	Heading
1-25	Student Name
26-34	Social Security Number
35-37	SAT - Math
38-40	SAT - Verb
41,42	Average
43	Rank
44,45	Elementary Algebra
46,47	Geometry
48,49	Trigonometry
50,51	Intermediate Algebra
52,53	Calculus
54,55	Physics
56-58	I.Q.
59,60	Reading
61-63	Blank
64-75	Comments
76,77	Course
78-80	Student Number

LAYOUT 2

STUDENT DROP CARD

Column Number	Heading
1-20	Student Name
21-77	Blank
78-80	Student Number

LAYOUT 3

COURSE HEADER CARD

Column Number	Heading
2,6,8	Number of Selections
24,26	Number of Questions
42,44	Course Number
48,50	Sequence Number
54,56	Type Number
60,62	Volume Number
66,68	Segment Number
80	Single or Double

LAYOUT 4

QUESTION (MBO) DESCRIPTOR CARD

Column Numbers	Heading
1,2	Volume Number
3	Segment Number
4,5,6	TO Number
7,8	EO Number
9-42	MBO Description
43,44	Learning Category
48	Type
49,50	Question Number
51	Correct Answer
52-78	Prescription
79,80	Course Number

LAYOUT 5

PORT-A-PUNCH

STUDENT RESPONSE CARD

Column Number	Heading
2,6,8	CSN (Course Student Number)
	Date
12,14	Month
18,20	Day
24,26	Year
	Completion Time
30,32	Hours
36,38	Minutes
42,44	Course Number
48,50	Sequence Number
54,56	Type
60,62	Volume
66,68	Segment
72,74,76,78,80	Responses

The students answer to each question is punched in the shaded columns on the card.

LAYOUT 6

STUDENT RESPONSE OPSCAN FORM

Data Content

Student Name

Date

Social Security Number

Course Number

Completion Time

Volume

Segment

Type

Page Number

The student fills in the answer by marking the appropriate box (multiple choice) with a dark pencil.

LAYOUT 7

REPORT CONTENT CARD

Column Number	Heading
1,2	Specific Report Number Requested
10,11	Segment (Week, Volume, Lesson or Unit Number)
12,13	Highest Segment Number (in above)
14,15	Section Information Number
16-20	Test Type Numbers Referred to in Requested Report
30-42	Course Name

This card follows the Report Number Card in the Request Deck. Some information is not required for every report. In those cases, blanks may be left for non-essential information.

LAYOUT 8

AIMS FILE HISTORY FORM

Column Headings	Explanation
Create Date	o date course file initiated
Course Number	o e.g., 21 for Navy
Re-create Date	o date files re-initialized
Course Roster Create	o date roster and background file created
Update File	o date and number of students added or dropped
Header File	o date the headers for each volume were added to the file
Question File	o date MBO cards for each volume were added to the file
Response File	o date student responses for a given volume were added to the master tape
Disk Number	o number of the disk that contains the course files
Tape Numbers	o number for the master response file, unsorted and sorted current lesson files, and any back-up or special purpose tapes
Type Tests	o a record of which test types appear in the course structure. "SEG" is the number of segments for each type

LAYOUT 9

AIMS REPORT RECORD

Column Headings	Explanation
Report Numbers	o these numbers run down the page with their respective descriptions
Volume (Lesson,Week)	o these numbers run across the page from left to right
Date Records	o the date each report was run is entered in the appropriate box

APPENDIX D

ERROR MESSAGES

The AIMS III System input and update portion utilizes a structure of numbered error messages. The message is a single line with a general form of:

AIMS ERRORROUTINE (routine name) SEV. (severity) code) No. (error number) (up to five pieces of data) JOB (job name) (date and time)

The items in brackets vary with each type of error. The routine name is the AIMS III function being used. The severity code only has meaning on a zero or one numeric basis, a plus one code will provide a core dump and terminate the AIMS run, a zero code will return to the function and attempt to continue. The error message definitions are supplied on the following pages.

ERROR MESSAGES

Name	Severity Code	Number			
INPUT	0	1	A	B	

Record No. A of the input deck, is an update record, but Student No. B is not in the file. Record is ignored.

Name	Severity Code	Number			
INPUT	0	2	A	B	

Record No. A of the input deck is an update record, but the Name field doesn't agree with that in the file for Student No. B. The mismatch is in word C. Record is ignored.

Name	Severity Code	Number			
INPUT	0	3	A	B	

Record No. A of the input deck was to add a student, but there are already B students enrolled in the course (though some may have been dropped). A listing of the file is provided, and the AIMS monitor resumes control.

Name	Severity Code	Number			
DROP	0	1	A	B	C

Record No. A of the input deck, a drop record, has invalid student number B. There are C records in the file, thus student number should be between 1 and C inclusive. The record is ignored.

Name	Severity Code	Number			
DROP	0	2	A	B	C

Record No. A of the input deck is a drop record for student number B, who has already been dropped. The record is ignored.

Name	Severity Code	Number			
DROP	0	3	A	B	C

Record No. A of the input deck is a drop record for student number B, but the names do not match in word C.

ERROR MESSAGES

Name	Severity Code	#				
HEADER	0	7	A	B	C	D

The record for Lesson A, Segment B, Type C is the Dth record in this lesson. There must be less than 11 records per lesson. The condition code becomes stop.

HEADER	0	8	A	B	C

Record A in the Temporary File should have been for Lesson B, but the Lesson number was C. The condition code is stop.

STORE	0	1

An attempt was made to store the temporary file but the condition code was STOP. A listing of the files is provided.

STORE	1	-1	A	B	C	D

Ran out of room on the question file while attempting to store the header records in the Permanent File. The job is aborted.

HEADER	0	1	A	B	C	D

An update for record A in the Permanent file (of Lesson B, Segment C, and Type D) was submitted, but the record doesn't match on either course, # of cards to make the record single or double, or # of questions. The update record is ignored.

HEADER	0	2	A	B	C

An update card for Lesson A, Segment B, Type C was submitted, but no such record was found in the permanent file. The update record is ignored.

HEADER	0	3	A	B	C

A Delete Record for Lesson A, Segment B, Type C in the Temporary File was submitted, but no match was found. The record is ignored, and the condition code set to STOP.

ERROR MESSAGES

HEADER 0 4 A B C

A header record for Lesson A, Segment B, Type C was submitted but the question number was less than 1. The record is ignored, and condition code becomes stop.

HEADER 0 5 A B C

A header record for Lesson A, Segment B, Type C was submitted, but there are already 400 headers in the file. The record is ignored and condition code becomes stop.

HEADER 0 -1 A B C

This is programmer error. Contact the systems programmer.

HEADER 0 6 A B C D

Record J in the Temporary File is the same in Lesson B, Segment C, and Type D as the previous record. The condition code is set to stop.

MBO 0 1

The Header File is empty and the attempt to input MBO question information has been halted. The header information has to be loaded into the file prior to any MBO input.

MBO 0 2 A B C D

Record No. A of the input has a lesson number (B) not contended in the Header File. The segment and type of the record is C and D respectively. Check card and content of Header File.

MBO 0 3 A B C

Record No. A of the input has a question number (C) greater than the largest allowed (B) by the Header File. Check card input and content of Header File.

ERROR MESSAGES

MBO 0 4 A B C

Record No. A of the input has a T.O. (B) which is either less than zero or greater than 200. The MBO (C) can also be less than zero.

MBO 0 5 A B C D

Record No. A of the input with lesson number (B) does not have the requested segment number (C) or type (D) in the Header File. Check card and contents of Header File.

APPENDIX E

OUTPUT REPORT FORMATS

Report Number	Title
1	Individual Student Performance Analysis
4	Histogram
5	Course Structure Summary
6	Item Analysis
7	Group Remedial Instruction (G.R.I.)
11	Volume Submittal Review
12	Class Roster
13	Group Statistics for Report 14
14	Volume Statistics/Individual Statistics for Harvey Pollack's Indices
15	Volume Summary

STUDENT PERFORMANCE ANALYSIS FOR COURSE PHYSICS S211

VOLUME 8 POST TEST SEGMENT 1

CSN	NAME	ID NUMBER	SECTION	GROUP
2	BRUCKER BLAINE R	1029	801	A

QUESTION	ANSWER	C/W	BEHAVIORAL OBJECTIVE	MESSAGE
1	C	C		
2	C	C		
3	C	C		
4	C	C		
5	W	W	FRICTION	
6	W	W	CENTRIPETAL FORCE	
7	C	C		
8	C	C		
9	W	W	USE ENERGY CONCEPTS IN KINEMATICS	
10	C	C		
11	C	C		
12	W	W	1-D, NON-RELATIVISTIC COLLISIONS	
13	W	W	GRAVITATION	
14	C	C		
15	W	W	GRAV. POTENTIAL ENERGY	
16	C	C		
17	C	C		
18	W	W	CALCULATE ELECTRIC FIELD	
19	W	W	ELECTRIC FIELD/SUPERPOSITION	
20	W	W	WORK IN ELECTRIC FIELD	

YOUR GRADE IS 61

YOUR RAW SCORE IS 99.

YOU MUST SEE YOUR INSTRUCTOR THIS WEEK TO DISCUSS THIS TEST.

STUDENT PERFORMANCE ANALYSIS FOR COURSE PHYSICS 5211

VOLUME 8 POST TEST SEGMENT 1

CSN	NAME	ID NUMBER	SECTION	GROUP
5	CROOK KEVIN P	1694	801	A

QUESTION	ANSWER	C/W	BEHAVIORAL OBJECTIVE	MESSAGE
1	C			
2	C			
3	C			
4	C			
5	C			
6	W		CENTRIPETAL FORCE	
7	C			
8	C			
9	C			
10	C			
11	C			
12	W		1-D. NON-RELATIVISTIC COLLISIONS	
13	C			
14	C			
15	W		GRAV. POTENTIAL ENERGY	
16	C			
17	C			
18	C			
19	C			
20	C			

YOUR GRADE IS 85

YOUR RAW SCORE IS 85.

YOU MUST SEE YOUR INSTRUCTOR THIS WEEK TO DISCUSS THIS TEST.

REPORT NUMBER 1 2 of 3

A350-670-51

A350-670-52

STUDENT PERFORMANCE ANALYSIS FOR COURSE PHYSICS S211

VOLUME A POST TEST SEGMENT 1

CSN	NAME	ID NUMBER	SECTION	GROUP
6	DANCO THOMAS R	1799	1201	A

QUESTION	ANSWER	C/W	BEHAVIORAL OBJECTIVE	MESSAGE
1		C		
2		C		
3		C		
4		C		
5		W	FRICTION	
6		W	CENTRIPETAL FORCE	
7		W	WORK DONE BY A CONSTANT FORCE	
8		W	POWER	
9		C		
10		C		
11		C		
12		W	1-D, NON-RELATIVISTIC COLLISIONS	
13		C		
14		W	GRAVITATIONAL FIELD	
15		W	GRAV. POTENTIAL ENERGY	
16		C		
17		C		
18		W	CALCULATE ELECTRIC FIELD	
19		W	ELECTRIC FIELD/SUPERPOSITION	
20		W	WORK IN ELECTRIC FIELD	

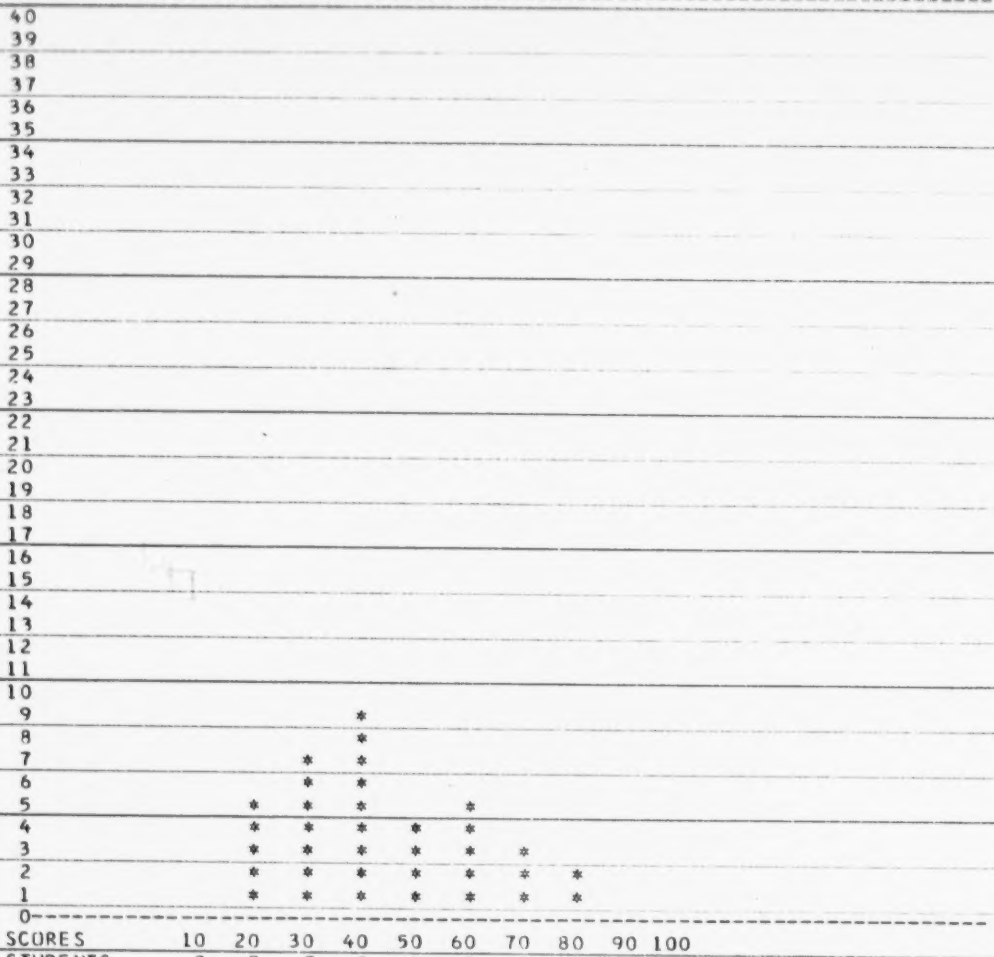
YOUR GRADE IS 67

YOUR RAW SCORE IS 50.

YOU MUST SEE YOUR INSTRUCTOR THIS WEEK TO DISCUSS THIS TEST.

AIMS HISTOGRAM ANALYSIS FOR TEST COURSE

VOLUME, 1 TYPE, 2 SEGMENT, 1



SCORES	10	20	30	40	50	60	70	80	90	100
STUDENTS	0	5	7	9	4	5	3	2	0	0

NUMBER OF ZERO VALUES IN SAMPLE = 3

REPORT NUMBER 4

A350-670-53

COURSE STRUCTURE SUMMARY

COURSE NO. 32 COURSE NAME PHYSICS S211

VOLUME	SEGMENT	TYPE	QUESTION	TO	FO	DESCRIPTION	PRESCRIPTION	ANSWER
1	1	2	1	21	11	3045 G.C.F. 30-203-1-5/11-3-5/	50-91-1,2,5,7,8/40-59-1-8	B
1	1	2	2	21	12	3066 L.C.M. 11-8-14/40-69-2-3/	500-254-1-9/40-221-1-3	A
1	1	2	3	11	11	3055 NUMERATORS 40-219-1-6/	40-221-1-3/50-205-1-5	D
1	1	2	4	11	12	3056 DENOMINATORS 30-183-1-2/	30-192-1-5/50-237-1-3	C
1	1	2	5	12	21	3043 ORDERING LIKE FRACTIONS	30-186-1-4/500-214-1-5	D
1	1	2	6	12	23	3078 ORDERING UNLIKE FRACTIONS	11-9-16/40-149-1-5	C
1	1	2	7	12	22	3044 ORDERING LIKE FRACTIONS	30-187-1-4/11-1-2	A
1	1	2	8	21	14	3048 MULTIPLY BY ONE 11-2-3/	50-218-19-1-6	C
1	1	2	9	21	17	3051 LOWEST TERMS 50-218-20-1-8/	11-2-4/11-3-6/11-3-5	C
1	1	2	10	22	23	3083 ADD LIKE FRACTIONS	40-219-1-3/50-236-1-2	E
2	1	2	1	21	11	3045 G.C.F. 50-90-1-1-8/	11-3-6/50-87-1-3	D
2	1	2	2	21	12	3066 L.C.M. 50-253-1-11/	50-257 1-5/50-252-1-4	C
2	1	2	3	22	23	3083 ADDING LIKE FRACTIONS	50-237-1-3/30-201-1-4	A
2	1	2	4	12	23	3078 ORDERING UNLIKE FRACTIONS	11-9-16/50-215-1-4	C
2	1	2	5	12	21	3043 ORDERING LIKE FRACTIONS	30-193-1-7/50-210-1-4	B
2	1	2	6	12	22	3044 ORDERING LIKE FRACTIONS	11-1-2/30-186-7-1-4	E
2	1	2	7	21	14	3048 MULTIPLY BY ONE 50-221-1-6/	40-151-1-2/40-152-1-2	A
2	1	2	8	21	17	3051 FACTOR NUM. AND DENOM.	11-3,5/50-241-1-6	D
2	1	2	9	11	11	3055 NUMERATOR 50-203-2/	30-193-1-7/30-310-1-5	B
2	1	2	10	11	12	3056 DENOMINATOR 50-205 2-5/	30-327-1/30-192-1-5	D
3	1	2	1	21	18	3070 L.C.D. 30-206-7-1-6/	11-7-12/50-257-1-5/11-7-1	D
3	1	2	2	21	10	3093 EQUIVALENT FRACTION 11-2-4/	40-217-1-4/30-203-1-5	C
3	1	2	3	22	21	3088 ADDITION OF UNIT FRACTIONS	40-235-1-2/30-201-1-4	A
3	1	2	4	22	22	3082 ADD. UNIT AND COMMON FRACTION	30-207-4-6/20-82-1-7	B
3	1	2	5	22	23	3083 ADDITION OF COMMON FRACTIONS	50-250-1-2/400-221 1-3	D
3	1	2	6	22	24	3084 ADDITION OF COMMON FRACTIONS	40-224-1-6/50-239-1-5	A
3	1	2	7	22	25	3089 50-221-1-6/11-3-6/40-217-1-4/	11-3-5	C
3	1	2	8	12	24	3080 ORDERING IMPROPER FRACTIONS	11-4-7/30-204-1/11-9-12	B
3	1	2	9	23	32	3085 CHANGE IMPROP.FRACT.TO MIXED&	50-230-1-5/40-224-1-6	A
3	1	2	10	23	35	3081 EQUIV. IMPROP.FRACT.&MIXED &	30-204-1-5/40-147-4-8	D
4	1	2	1	21	10	3093 EQUIVALENT FRACTIONS	30-185-1-6/11-2-4/11-2-3	B
4	1	2	2	21	19	3070 L.C.D. 30-184-1-3/11 8-15/	11 7-13/11 7-12	C
4	1	2	3	22	22	3082 ADD.UNIT FRACT.&COMMON FRACT.	60-248-1/30-201-1-4	E
4	1	2	4	22	21	3088 ADDITION OF UNIT FRACTIONS	50-236-1-3/40-219-1-3	C
4	1	2	5	22	23	3083 ADDING COMMON FRACTIONS	50-424-2/50-423-3-4	A
4	1	2	6	22	25	3089 SIMPLEST FORM 50-238-3-4/	30-188-1-6/11 3-5/11 3-6	D
4	1	2	7	22	24	3084 ADDING COMMON FRACTIONS	50-240-2-5/30-202-1-5	B
4	1	2	8	12	24	3080 ORDERING IMPROPER FRACTIONS	60-243-1-8/11-4-7	D
4	1	2	9	23	32	3085 CHANGE IMPROP.FRACT.TOMIXED&	50-240 1-4/50-238-1-4	D
4	1	2	10	3	35	3081 EQUIVALENT VALUES	50-240-2-5/50-238-1-4	A

END OF PROCESSING

**** A.I.M.S. REPORT GENERATOR **** REPORT NUMBER 6 **** TIME - ZZZZZZZZ DATE - ZZZZZZZZ PAGE NUMBER 1

AIMS ITEM ANALYSIS

VOLUME, 2 TYPE, POST TEST SEGMENT, 1
NUMBER OF SELECTIONS PER QUESTION, 5

QUEST NUMBER	NUMBER OF TIMES EACH ANSWER CHOSEN ANSWERS A	B	C	D	E	F	G	H	I	J	TOTAL ANSWERS
1	1	3	3	57*	2	0	0	0	0	0	66
2	43	9	9*	0	5	0	0	0	0	0	66
3	57*	4	0	1	2	0	0	0	0	0	64
4	2	13	43*	6	0	0	0	0	0	0	64
5	8	45*	4	5	4	0	0	0	0	0	66
6	2	3	3	3	55*	0	0	0	0	0	66
7	54*	7	2	2	1	0	0	0	0	0	66
8	1	0	2	59*	4	0	0	0	0	0	66
9	3	53*	3	3	4	0	0	0	0	0	66
10	1	3	0	60*	1	0	0	0	0	0	65
TOTAL SELECTIONS	172	140	69	196	78	0	0	0	0	0	655

NUMBER OF WORKS PROCESSED, 67

NUMBER OF MULTIPLE SELECTIONS, 0

NUMBER OF BLANK SELECTIONS, 15

REPORT NUMBER 6

A350-670-55

TERMINAL OBJECTIVE THRESHOLD LEVEL SUMMARY

TERMINAL OBJECTIVE	THRESHOLD LEVEL
1	33
2	33
3	33
4	33
5	33
6	33
7	33
8	33
9	33
10	33
11	33
12	33
13	33
21	33
22	33
23	33
24	33
31	33
32	33
33	33
34	33
35	33
41	33
42	33
43	33
44	33
51	33
52	33
53	33

LUCAS JAMES IRA JR. I.D. NUMBER 577685690
THE STUDENT IDENTIFIED ABOVE HAS PERFORMED BELOW PRE-SET LEVELS OF PERFORMANCE ON TERMINAL OBJECTIVE(S) IN LESSON 1

PERFORMANCE DATA

T.O.	PERCENT ERR	CUTOFF LEVEL
21	8	33
22	8	33
33	14	33
41	10	33
43	8	33
51	27	33
52	50	33

TERMINAL OBJECTIVE REMEDIAL SUMMARY

LESSON 1 TERMINAL OBJECTIVE 52 COMPOSED OF 4 QUESTIONS.

A TOTAL OF 1 STUDENTS PERFORMED BELOW THE CUTOFF LEVEL SET AT 33

THE FOLLOWING STUDENTS HAVE PERFORMED BELOW THE CUTOFF LEVEL-

NAME OF STUDENT	I.D. NO.	PERCENT ERROR
LUCAS JAMES IRA JR.	577685690	50

REMEDIAL SESSION - LESSON PLAN - LESSON 1

SESSION 1 PROF. AND/OR LOCATION PROFESSOR SMITH - ROOM 100

TERMINAL OBJECTIVE	CUTOFF LEVEL	NO. OF STUDENTS
52	33	1

REMEDIAL SESSION ROSTER

LESSON 1

SESSION 1

PROF AND/OR LOCATION- PROFESSOR SMITH - ROOM 100

TERMINAL OBJECTIVES

TERMINAL OBJECTIVE NUMBERS- 52

THRESHOLD LEVELS SET AT - 33

THE FOLLOWING STUDENTS HAVE BEEN ASSIGNED TO THIS REMEDIAL SESSION

STUDENT NAME	NUMBER	PERCENTAGE ERROR ON THE ABOVE TERMINAL OBJECTIVES
[redacted]AS JAMES IRA JR.	23	50

END OF AIMS OUTPUT GENERATOR

*** VOLUME SUBMITTAL REVIEW ***

COURSE, PHYSICS S211 VOLUME NO. 12

NOTE, NO/S - SIGNIFIES THAT STUDENT DID NOT SUBMIT MATERIALS FOR PROCESSING
SUB. - SIGNIFIES THAT STUDENT DID SUBMIT MATERIALS FOR PROCESSING

STUDENT	CSN	PRE. TEST	STUDY GDE(1)	STUDY GDE(2)	STUDY GDE(3)	STUDY GDE(4)	STUDY GDE(5)	ASSIGN	HOME WORK	POST TEST
BABBITT JAMES C	1	STUDENT DROPPED								
BRUCKER BLAINE R	2	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
CHAMBLISS K V	3	STUDENT DROPPED								
CLIFFORD JOHN D	4	STUDENT DROPPED								
CROOK KEVIN P	5	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
DANCO THOMAS R	6	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
DEESCH DANNY L	7	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
DIX STEPHEN D	8	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
ENGLUND R T	9	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
GALLI WILLIAM F	10	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
JOHNSON LARRY C	11	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
KING MANTON A	12	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
MEYER JOHN G	13	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
MITCHELL R L	14	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
NEUPAVER A J	15	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
NIELSEN JACK S	16	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
PERRY GORDON C	17	STUDENT DROPPED								
PESKE JOHN G	18	SUB.	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	SUB.
PORTERFIELD R B	19	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
POTTSCHMIDT R C	20	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
PRINCE THOS ALAN	21	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S
SCHUBERT JERRY L	22	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
SILVESTRI M J	23	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
SMITH EARL M	24	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
VANORSDEL R R	25	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
WILKERSON JOHN A	26	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
ACCURSI LEO L	27	SUB.	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	SUB.
ADAMS GEORGE F	28	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
BISHOP PHILLIP A	29	SUB.	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	SUB.
CARRIER GUY J	30	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
CHRISTENSEN S D	31	SUB.	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	SUB.
DARLING RALPH E	32	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
DREELAND W A	33	STUDENT DROPPED								
DREWS ROBERT A	34	SUB.	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S
GLICK DEAN F	35	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
HARBIN BRADLEY	36	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
HOSTETTER D R	37	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
HOWARD GEORGE R	38	SUB.	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	SUB.
KINDEL GEORGE F	39	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
LASKEN JOHN C	40	SUB.	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	SUB.
LAWRENCE DAVID E	41	SUB.	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	SUB.
LEHART R J	42	SUB.	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	SUB.
LOGUE STEPHEN J	43	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	NO/S	SUB.
LUNDBLAD M T	44	SUB.	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	SUB.
SCHEY STEPHEN L	45	SUB.	SUB.	SUB.	SUB.	NO/S	NO/S	NO/S	NO/S	SUB.

*** CLASS ROSTER ***
COURSE, PHYSICS 5211

STUDENT	ACADEMY NO.	COURSE STD.NO.
RABBITT JAMES C	0266	1
BRUCKER BLAINE R	1029	2
CHAMBLISS K V	1358	3
CLIFFORD JOHN D	1449	4
CROOK KEVIN P	1694	5
DANCO THOMAS R	1799	6
DEESCH DANNY L	1932	7
DIX STEPHEN D	2079	8
ENGLUND R T	2380	9
GALLI WILLIAM F	2702	10
JOHNSON LARRY C	4165	11
KING MANTON A	4571	12
MEYER JOHN C	5798	13
MITCHELL R L	5964	14
NEUPAVER A J	6356	15
NIELSEN JACK S	6412	16
PERRY GORDON C	6797	17
PESKE JOHN G	6811	18
[redacted]TERFIELD R B	6937	19
[redacted]ITSCHMIDT R C	6958	20
PRINCE THOS ALAN	7014	21
SCHUBERT JERRY L	7700	22
SILVESTRI R J	7965	23
SMITH EARL M	8036	24
VANORSDEL K R	8939	25
WILKERSON JOHN A	9401	26
ACCURSI LEO L	0007	27
ADAMS GEORGE F	0042	28
BISHOP PHILLIP A	0588	29
CARRIER GUY J	1281	30
CHRISTENSEN S O	1393	31
DARLING RALPH E	1806	32
DREELAND W A	2163	33
DREWS ROBERT A	2170	34
GLICK DEAN P	2928	35
HARBIN BRADLEY	3416	36
HOSTETTER D R	3843	37
HOWARD GEORGE R	3871	38
KINDEL GEORGE P	4550	39
LASKEN JOHN C	4928	40
LAWRENCE DAVID E	4962	41
LINHART R J	5138	42
LOGUE STEPHEN J	5166	43
LUNDBLAD M T	5236	44
[redacted]EY STEPHEN L	7602	45
SECKINGER D N	7749	46
STEVENS SCOTT M	8344	47
TEPLY JOHN P	8610	48

*** VOLUME STATISTICS ***

COURSE, PHYSICS 4001 VOLUME NO. 2

	MINIMUM	MEAN	MAXIMUM
CAPABILITY INDEX	47	65	106
PERFORMANCE INDEX	70	78	85
PERFORMANCE DEVIATION		13	
PROBLEM ACHIEVEMENT	18	31	45
POST TEST ACHIEVEMENT	30	54	70
NET ACHIEVEMENT INDEX		55	
ACHIEVEMENT DEVIATION		-10	

REPORT NUMBER 13

*** INDIVIDUAL VOLUME STATISTCS ***
COURSE, PHYSICS 4001 VOLUME NO. 2

STUDENT	CSN	CAPD. INDEX	PERF. INDEX	ABS. PERF. DEV.	REL. PERF. DEV.	PROB. ACH.	POST TEST ACH.	NET ACH.	ABS. ACH. DEV.	REL. ACH. DEV.	CM.AV. PROB. ACH.	CM.AV. PT.TS. ACH.	CM.AV. NET ACH.	CM.AV. REL. ACH.DEV.
ALVES STERLING	1	47.	70.	23.	10.	34.	30.	52.	5.	15.	34.	30.	52.	15.
DAVIES DAVIT F	2	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												
FARAGO STEVEN	3	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												
FISKE JR EUGENE S	4	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												
FOSTER FITZ	5	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												
GIM HENRY	6	64.	79.	15.	2.	45.	60.	62.	-2.	8.	45.	60.	62.	8.
GOLDSTEIN FREDERIC K	7	63.	85.	22.	9.	24.	40.	54.	-9.	1.	24.	40.	54.	1.
LEWIS DAVID	8	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												
MORRISON JOHN D	9	53.	82.	29.	16.	37.	70.	59.	6.	16.	37.	70.	59.	16.
OGUNSHIAKAN AMBROSE	10	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												
PARKER LAWRENCE	11	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												
REID ANTHONY	12	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												
SHOREY ARTHUR P	13	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												
SMITH ROBERT S	14	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												
STANZIALE ROBERT	15	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												
STANZIONE JOHN H	16	76.	78.	2.	-11.	25.	50.	51.	-25.	-15.	34.	55.	57.	11.
STEFANIA GABRIEL	17	51.	75.	24.	11.	18.	60.	46.	-5.	5.	18.	60.	46.	5.
ARGO CHARLES	18	106.	82.	-24.	-37.	40.	70.	61.	-45.	-35.	42.	65.	64.	-12.
ROSEN MARK C	19	THIS STUDENT HAS INSUFFICIENT MATERIALS TO BE PROCESSED												

**** A.I.M.S. REPORT GENERATOR **** REPORT NUMBER 15 **** TIME - ZZZZZZZZ DATE - ZZZZZZZZ PAGE NUMBER 1

REPORT NUMBER 15

*** VOLUME SUMMARY ***

COURSE, 1 21 1 VOLUME NO. 2

NOTE, THE ** SIGNIFIES THAT NO MATERIALS HAVE BEEN SUBMITTED FOR PROCESSING

STUDENT	CSN	PRE. TEST	STUDY GOE(1)	STUDY GOE(2)	STUDY GOE(3)	STUDY GOE(4)	STUDY GOE(5)	ASSIGN	HOME WORK	POST TEST	PERF. INDEX	CUM. AVE.	CAPL. INDEX
ASKINS ANASTASIA	1	10.	76.	99.	74.	0.	0.	0.**	0.**	0.**	49.	41.	170.
AUGUARD VALERIE	2	30.	98.	98.	93.	0.	0.	0.**	0.**	0.**	58.	36.	146.
BARBOUR GLENN	3	10.	93.	87.	91.	0.	0.	0.**	0.**	50.	56.	42.	139.
BROWN NANCY	4	10.	95.	89.	100.	0.	0.	0.**	0.**	10.	56.	4.	141.
CAMPER REGINALD LEE	5	0.**	65.	80.	80.	0.	0.	0.**	0.**	60.	34.	59.	132.
CANNON LORETTA CAROLYN	6	10.	98.	82.	82.	0.	0.	0.**	0.**	60.	49.	41.	143.
DEVILLE VIVIAN MADELINE	7	0.**	0.**	0.**	54.	0.**	0.**	0.**	0.**	40.	54.	21.	139.
EPPS CRYSTAL	8	0.**	0.**	0.**	0.**	0.**	0.**	0.**	0.**	40.	0.	47.	157.
FONTAINE WAYNE DOUGLAS	9	0.**	95.	89.	98.	0.	0.	0.**	0.**	60.	55.	58.	142.
GRAY GARY XAVIER	10	0.	86.	92.	88.	0.	0.	0.**	0.**	30.	53.	32.	48.
GREEN IWOYNA DENEASE	11	0.**	83.	95.	93.	0.	0.	0.**	55.	60.	54.	54.	144.
GREEN JAMES ARTHUR JR.	12	THIS STUDENT DOES NOT HAVE ANY MATERIALS TO BE PROCESSED											
GREEN LONNIE JR.	13	0.**	100.	99.	99.	0.**	0.	0.**	0.**	40.	74.	35.	152.
HARRISON ANGELA DEDONA	14	0.	89.	80.	99.	0.	0.	0.**	0.**	40.	55.	36.	128.
HUDSON CURTIS BENJAMIN	15	20.	84.	0.**	96.	0.**	0.**	0.**	28.	20.	70.	20.	77.
JACKSON CARL CEVIS	16	0.**	0.**	80.	91.	0.	0.	0.**	0.**	30.	42.	37.	210.
JETER LINDA DENNAH	17	0.**	0.**	83.	88.	0.	0.	0.**	0.**	60.	42.	53.	180.
JOHNSON JAMES LLOYD	18	0.**	94.	81.	0.**	0.	0.	0.**	0.**	10.	43.	16.	121.
JONES ANTHONY GARY	19	0.**	0.**	0.**	0.**	0.	0.	0.**	0.**	20.	0.	27.	138.
JONES RAYANNA MAE	20	40.	0.**	0.**	100.	0.	0.	0.**	0.**	20.	31.	28.	133.
KINARD FANNIE ISABELLE	21	0.**	69.	71.	42.	0.	0.	0.**	0.**	0.**	36.	26.	136.
LEE MURIEL ARDENIA	22	20.	0.**	15.	0.**	0.	0.	0.**	0.**	60.	5.	48.	126.
LUCAS JAMES IRA JR.	23	40.	0.**	0.**	0.**	0.**	0.**	0.**	0.**	0.**	0.	37.	124.
MANDY PATRICIA ANN	24	60.	100.	0.**	97.	0.	0.	0.**	0.**	80.	49.	78.	154.
MCDANIEL STEPHEN LEROY	25	40.	76.	0.**	78.	0.**	0.	0.**	0.**	0.**	51.	27.	122.
NICHOLS VIOLET ISELLA	26	10.	97.	76.	70.	0.	0.	0.**	43.	30.	47.	43.	139.
PINKETT GREGORY WAYNE	27	0.**	0.**	0.**	50.	0.	0.	0.**	0.**	50.	16.	41.	125.
POPE WANDA LEIGH	28	0.**	0.**	0.**	47.	0.**	0.	0.**	0.**	0.**	23.	43.	265.
PURVIANCE MAYNELLE G.	29	0.**	0.**	0.**	0.**	0.**	0.	0.**	0.**	60.	0.	33.	152.
RICE MARY	30	30.	87.	95.	85.	0.	0.	0.**	25.	10.	48.	30.	133.
SMITH DIANE	31	20.	100.	10.	0.**	0.**	0.	0.**	0.**	10.	36.	21.	151.
SMITH RETTIA	32	10.	63.	54.	83.	0.	0.	0.**	0.**	0.**	40.	37.	131.
SOUTHERLAND TERESA	33	20.	77.	65.	81.	0.	0.	0.**	0.**	60.	44.	41.	148.
WATKINS VERNAL	34	40.	98.	87.	89.	0.	0.	0.**	0.**	50.	54.	53.	125.
WEST TERRENCE	35	0.**	83.	74.	86.	0.	0.	0.**	37.	20.	46.	32.	151.
WILLS EVANGELINE	36	10.	0.**	80.	76.	0.	0.	0.**	0.**	40.	39.	34.	118.
WINDLAND CECELIA	37	40.	74.	75.	97.	0.	0.	0.**	0.**	0.**	49.	30.	127.
WILLIAMS LORRAINE	38	0.**	83.	90.	83.	0.	0.	0.**	0.**	60.	51.	58.	141.

A350-670-65